

Subject Curriculum Map: English literature Year 11 2023-24

Exam Board & Assessment Method: Eduqas 100% final examination

Curriculum Intent: The literature course intends to inspire students to understand a range of different texts throughout history and to develop their understanding of the impact of language, structure and form. The context element of the course allows students to broaden their understanding of historical influences on texts. The aim of this course is to develop students' skills in analysis, evaluation and comparison. The year 11 curriculum aims to allow students to synthesise all of the knowledge accumulated throughout the two year course and to develop strategies to help with time management both in the exam and with independent work.

Curriculum Implementation: Students have 5 lessons over a fortnight. In year 11, alongside revision of the texts studied in year 10, students study: Macbeth, 18 poems from the Eduqas anthology and look at unseen poetry. Homework is in the form of one task a fortnight. These tasks build on, and solidify, the learning from year 10. Teachers use a range of different strategies in lessons to encourage students to develop independence and resilience including: group work, timed independent work, peer and self-assessment, modelling text analysis and analysis of sample exam scripts appropriate to the ability of the class.

Curriculum Impact: To consolidate the learning from year 10. The impact of the literature course is that students should be able to analyse texts confidently by the end of year 11, particularly unseen texts. They should have a clear understanding of how language, structure and form are used to create the writer's purpose. They will also be confident with evaluation at some level; more sophisticated evaluation at the top end compared with personal opinions at the lower end. Students will also have the confidence to proof read their written work to check, and correct, technical inaccuracies. We hope to inspire students to develop their understanding of both literature and language by continuing their study of English into higher education.

Year __11__	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Study of Macbeth exploring key characters and understanding their relationships.</p> <p>Close analysis of the text</p>	<p>Develop study of Macbeth exploring key characters and themes (guilt, revenge, tragedy, masculinity etc)</p> <p>Revise poetry clusters love and conflict for November mock.</p>	<p>Development of poetry (focus nature and place).</p> <p>Exam Skills (Macbeth)</p>	<p>Development of poetry</p> <p>Detailed understanding of key themes</p>	<p>Detailed understanding of key themes. Plot and characters in all texts: 19th century text, all poems in the anthology, Macbeth, Unseen poetry and WIB or AIC. Themes: love, conflict, power, guilt, relationships, violence, revenge, society</p>	<u>Exams</u>
Knowledge and understanding	<p>Knowledge of conventions of a tragedy. Begin to gain an understanding of</p>	<p>Apply analysis skills to difficult language; students of all ability to discuss the effect of structure at some level. Consider</p>	<p>Knowledge of the social, historical and cultural context for poetry.</p> <p>An understanding of how context,</p>	<p>Knowledge of the social, historical and cultural context for poetry.</p>	<p>Collate understanding of all texts and demonstrate an understanding through exam</p>	<u>Exams</u>

	Shakespearean language in order to understand the plot and key characters in the text. Develop analysis skills from year 10 and applying them to a more challenging text.	the writer's purpose and how it is conveyed through the language. Higher ability students to begin to evaluate their view of the characters and key themes. Consider how the conventions of a tragedy affect the language choices and structure of the play.	analysis and language skills will support with their approach to language and literature texts.	An understanding of how context, analysis and language skills will support with their approach to language and literature texts.	style questions. Knowledge of context for specific texts Understanding of the AOs and when they are being assessed on each.	
Subject specific skills	Applying appropriate methods of language analysis, using relevant subject terminology.	Understanding and beginning to analyse difficult language. Exam skills: Proof reading work for spelling and punctuation mistakes and to expand choices of vocabulary and expression in order to develop writing skills.	Analyse how language is used to express key themes. Evaluate the themes and characters and consider how they develop across the whole plot.	Applying appropriate methods of language analysis, using relevant subject terminology.	Collate their understanding of all texts and how to apply this to exam questions. Making connections across texts in comparisons and also considering the connection between skills	<u>Exams</u>

					<p>for both literature and language.</p> <p>Evaluation of key ideas/ themes and language in essay questions.</p> <p>Higher ability: to sustain this analysis and evaluation across all texts.</p>	
1.SMSC	<p>Relationships, moral codes and historical context in poetry.</p> <p>Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.</p>	<p>Values and beliefs (how these change over time) through considering how a modern and contemporary reader may interpret texts differently.</p>	<p>Understanding stereotypes and considering how these are challenged in writing.</p> <p>To reflect on prior learning from year 10</p>	<p>Relationships, moral codes and historical context in poetry.</p> <p>Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.</p>	<p>To reflect on their learning particularly with mock feedback.</p> <p>How to set personal, measurable targets for their revision.</p>	<u>Exams</u>
2.Skills For life	Literacy – planning and	Resilience through studying	Resilience through studying	Literacy – planning and	Resilience through mock	<u>Exams</u>

	<p>structuring a response to an exam style question. Using accurate terminology.</p> <p>Essay writing - planning and structuring an essay. Using an appropriate register. Resilience – Learning new contextual information. Approaching exam style questions and reflecting on feedback.</p>	<p>a difficult text and using different strategies to overcome any misunderstanding of plot/ language.</p>	<p>a difficult text and using different strategies to overcome any misunderstanding of plot/ language</p> <p>Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.</p>	<p>structuring a response to an exam style question. Using accurate terminology.</p> <p>Essay writing - planning and structuring an essay. Using an appropriate register. Resilience – Learning new contextual information and language skills. Approaching exam style questions and reflecting on feedback.</p>	<p>feedback and setting next step targets.</p> <p>Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.</p>	
3.FBV	Tolerance – understanding the topical issues raised in poetry from stereotypes and discrimination to the	Literary heritage- understanding of fundamental British literary heritage and discussions of why this is still relevant today (considering	Tolerance – understanding the topical issues raised in texts	Tolerance – understanding the topical issues raised in poetry from stereotypes and discrimination to the	Independence: Revision of each text. Embed their revision completed as part of homework in previous	<u>Exams</u>

	representation of the government. To understand how tolerance has altered over time as attitudes have changed.	some modern language that originated from Shakespeare) Independence: Students are encouraged to complete revision tasks in their own time.		representation of the government. To understand how tolerance has altered over time as attitudes have changed.	terms. Students now create their own/ extra revision resources (scaffolded for lower ability sets through additional homework)	
Stretch & challenge	Comparison – being able to compare the relationships between texts and contexts. To consider how the contexts in which texts are engaged with by different audiences. Evaluation – evaluating the ways in which meanings and ideas are conveyed through	Conduct extra research into the conventions of Shakespearian Tragedy. Begin to consider the key themes and discuss how they evolve throughout the first half of the play. Aim to use sophisticated Research a range of different non-fiction texts to apply the skills and terminology developed in lessons.	Evaluation – evaluating the ways in which meanings and ideas are conveyed through language in the play.	Comparison – being able to compare the relationships between texts and contexts. To consider how the contexts in which texts are engaged with by different audiences. Evaluation – evaluating the ways in which meanings and ideas are conveyed through	SAM learning tasks. Students to complete exam style essays under timed conditions in their independent time. Evaluate the effect of context – show a secure understanding of the relationships between texts and the	<u>Exams</u>

	language in poetry	Students can complete extra exam style questions		language in poetry	contexts in which they were written	
Key assessment focus, suggested assessments	Assessment focus: (AO1, AO2 and AO3) A Extract question. .	Mock: Poetry Anthology and Macbeth Extract. Literature AO1 AO2	Literature AO1 AO2 AO4	Assessment focus: Poetry (AO1, AO2 and AO3) Exam question for poetry. .	Assessment focus: Analysing language, structure and form and linking texts. Develop personal responses to texts considering the writer's purpose. (AO1, AO2, AO3 AO4)Sustained across each essay (Band 5 responses) Assessment: full literature mock Paper 1: 2hour Paper 2: 2hr 30 minutes	<u>Exams</u>
Special events					English Literature Masterclasses	<u>Exams</u>

Visits/extra curricular	<p>English Club for year 11 takes place every Wednesday after school for one hour. Students are able to receive extra revision and support. Sessions are tailored to focus on the skills needed for the external exam.</p> <p>Creative writing club takes place once every two weeks for an hour after school. Students can tailor their skills in imaginative and transactional writing.</p>	<p>English Club for year 11 takes place every Wednesday after school for one hour. Students are able to receive extra support. Sessions are tailored to each student depending on their need. Creative writing club takes place once every two weeks for an hour after school. Students can tailor their skills in imaginative and transactional writing.</p>	<p>English Club for year 10 takes place every Wednesday after school for one hour. Students are able to receive extra support. Sessions are tailored to each student depending on their need. Creative writing club takes place once every two weeks for an hour after school. Students can tailor their skills in imaginative and transactional writing.</p>	<p>English Club for year 11 takes place every Wednesday after school for one hour. Students are able to receive extra revision and support. Sessions are tailored to focus on the skills needed for the external exam.</p> <p>Creative writing club takes place once every two weeks for an hour after school. Students can tailor their skills in imaginative and transactional writing.</p>	<p>English Club for year 11 takes place every Wednesday after school for one hour. Students are able to receive extra revision and support. Sessions are tailored to focus on the skills needed for the external exam.</p> <p>Creative writing club takes place once every two weeks for an hour after school. Students can tailor their skills in imaginative and transactional writing.</p>	<u>Exams</u>

Homework/Independent Learning	Fortnightly homework outlined in a homework pack. Homework may range from practice essays, exam questions or creative tasks.	Fortnightly homework outlined in a homework pack. Homework may range from practice essays, exam questions or creative tasks.	Fortnightly homework outlined in a homework pack. Homework may range from practice essays, exam questions or creative tasks.	Fortnightly homework outlined in a homework pack. Homework may range from practice essays, exam questions or creative tasks.	Fortnightly homework outlined in a homework pack. Homework may range from practice essays, exam questions or creative tasks.	Exam
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